

Need of Professional Development of Teachers of Province Sindh, Pakistan

Dr. GULZAR AHMED

Assistant Professor, Pakpattan Campus, University of Lahore-Pakistan.
E-mail: dr.gulzar2016@gmail.com

MUHAMMAD ARSHAD

SST Science, Govt. Fazilka Islamia Model High School Pakpattan, Punjab-Pakistan.
E-mail: marshadzakki@gmail.com

Dr. PARVEEN MUNSHI

Professor/Vice Chancellor, University of Sofism&Modren Sciences, Bhattshah, Sindh.
E-mail: munshiparveen@gmail.com

Abstract

Professional development of teachers plays leading role for uplifting their professional competency, as it helps them to update their subject matter knowledge according to the needs of present era. The objectives of the study were to access the need of professional development of teachers and to find out problems of professional development of teachers with a view to suggest suitable recommendations for improving professional development of teachers. The study was descriptive type in nature, so mixed method (quantitative & qualitative) was adopted. The sample of the study was selected through both random sampling and convenience sampling techniques and consisted of 1522 respondents. Questionnaires and interviews were used as research tools for collection of required information. It was found that professional development has positive impact on improving their professional competency of teachers. It was also found teacher training institutions of the Sindh province were facing shortage of funds, lack of competent teaching staff, lack of advance ICT training, instructional and physical facilities. Furthermore, these institutions were also facing actuate shortage of infrastructure problems. It is recommended that maximum funds may be allocated to overcome the financial and other allied problems. Qualified competent staff may hire on permanent basis for updated instructional delivery of subject matter knowledge to trainees. Infrastructure problems are solved on priority basis for further uplifting of professional development of teachers at elementary level in Pakistan with reference to Sindh province.

Keywords: *Teacher Education, In-service Teacher Training, Students' Satisfaction, Quality Education, Professional Development.*

Introduction

Teachers are the national builders, responsible to educate and train the future generation for meeting demands of the society and globalization. This prime objective of educational system of any country of the modern world can only be achieved when teachers are fully trained for properly utilization of modern technological instructional material in the classrooms. In this regards, Aziz (2012) stated that quality of teaching has direct relations with the delivery of qualitative instruction in the class rooms. Teachers are considered most important pillar to implement physically educational reforms in the field at all levels. It is a fact that academic and professional qualifications, subject matter updated knowledge, professional

competency, knowing in depth new pedagogical skills, commitment, dedication, willpower to accept responsibility and devotion of the teachers have direct impact for making effective teaching and learning process. No educational system of the world can bring changes without the qualitative instructional delivery and output of the teachers.

Professional development of teachers can play vital role in improving teachers' professional competency. Kennedy (2016) described that professional development of teachers, help them in identifying problems of practice aims to inform, what pedagogical skills can prove helpful in interacting new ideas, transforming in their own way. Through professional trainings, teachers gain awareness about school organizational mechanisms, contents changing, solution of students' discipline problems, updating of policies, governing rules and procedures, students assessment, evaluation of their performance and maintenance of school record are the main factors to be kept in mind to be a successful teachers in an educational institutions. They may be able to understand when and why to implement new strategies to solve problems creating hindrances for achieving excellent students results. Darling, Hyler & Gardner (2017) also highlighted the need of professional training of teachers, as it helps them to develop changes in teachers' subject matter knowledge and instructional delivery for improving students' learning skills.

Jahangir (2012) described regarding need of professional development of teachers that it helps teachers to learn new teaching strategies, to have fully command over their subject matter, which they are going to teach students in classrooms. It provides an opportunity to teachers to groom their professional skills. It also helps them to develop interest among the students to actively participate in classroom activities. It helps teachers to understand students' psychology for making their teaching process effective. Furthermore, professional development of teachers helps them to develop confidence for facing challenges of classroom management. It also helps teachers for solution of students' problems.

Well educated and highly professionally qualified teachers can bring revolutionary changes in the society. This challenge can be met only through equally provision of a disciplined system of professional development to teachers at all levels. Ahmed (2016), professional development of teachers is planned to enhance teaching skills of teachers for achieving better students' outcomes.

They may be able to understand when and why to implement new strategies to solve problems while performing their responsibilities in and out of schools. This type of training is provides to teachers in the training institutions for uplifting their professional skills, necessary to be competent teacher in their subjects. It includes refresher courses, orientations, workshops, seminars, conferences, demonstrations, study tours, consultation, case studies, lectures, project groups, coaching, correspondence courses, simulations, lesson study, publications, field trips, presentations, projects, mentoring and supervision etc.

Objectives of the Study

The objectives of the study were: -

1. To assess the need of professional development of teachers
2. To find out problems of professional development of teachers.

Research Questions of the Study

Following were the research questions of the study:

1. What is the need of professional development of teachers?
2. What are problems of professional development of teachers?

Review of Related Literature

Professional development of the teachers refers to all those training activities provided to the teachers in training institutions for enhancing their professional competency. It is well defined by OECD. (2009) as all the training facilities provided to teachers to enhance their professional expertise by updating of their teaching skills, through a systematic and planned training programs launched for grooming their professional capabilities. Similarly, Day (1999) also stressed the need of professional development of teachers that it plays leading role in developing their teaching experiences , which directly effects on students learning , showing benefits to institutions to improve quality of instruction in the classroom. It is the process which can prove a fruitful agent for brining change in attitude, behavior, teaching skills, develop conducive environment in institutions, to have good professional thinking, planning and practicing physically the scheme of activities in classes. It can become a major source to review, renew and extend their commitment for meeting the demands of changing scenario.

Professional development of teachers has been further defined as; it is a continuity of teachers' professional grooming as it starts after their initial training, qualification, and induction' trainings (Stevenson, 2010). It is an extension of such developments can bring change to improve teachers, pedagogical skills (Friedman and Phillips 2004). It is an important part of teachers training to for improving their teaching standard to face the challenges of present era to teachers in an educational setting (Ushie, 2009). Lieberman (1996) described that professional development of the teachers can be carried out through various sources including training courses, workshops, coaching, mentoring, visits to other places etc. Kennedy (2005) was also in favour while highlighting various methods of professional development of teachers, like training, award bearing, coaching, mentoring and research oriented activities.

Development of professionalism among teachers is the need of modern era as participation of teachers in training activities not only freshen their knowledge and bringing change in their pedagogical skills but also it helps them to be aware of latest developments gong on across the world. Highlighted importance of professional development of teachers, Harland and Kinder (1997) stated that it helps teachers to have informative knowledge about new policies or schemes; becoming aware of new ideas and values; bring change in and attitude, easily adjust with institutional environment, be able to control emotions due to negative response of students, teachers ministerial staff and higher authority, develop a sense of commitment to bring changes, update subject matter knowledge regarding various teaching strategies and highly motivated to work hard for improving students outcomes.

Similarly, AEPAM (2014) in its report, also stressed the need of professional development of teachers, as produces competent teachers by increasing their professional subject matter knowledge and teaching skills, plays key role for meeting job requirements i.e. managing classroom activities, improving their efficiency, uplifting behavioral management , adjusting school environment, improving learning skills, team work, managing human resources, following various techniques of motivation, monitoring and or evaluation process.

Teachers play vital role for uplifting education standard of the country. They hold central place to transfer knowledge, skills, attitudes, behavior, cultures and traditions of one generation to the next. This can only be done through provision of qualitative training to teachers. Abdelrahman (2015), access of Information and Communication Technology (ICT) in professional trainings can help in improving professional competency of teachers for further qualitative instructional delivery to students in classrooms. Internet and other communication sources provide an opportunity to teachers to prepare lesson plans according to mental level of students. Furthermore, it helps teachers to exchange ideas, record, process, and store or share information, which are prerequisite to improve professional development of teachers.

In this modern age of science and communication technology, where in every moment rapidly changing is going on in every fields of life, the same is with the case in the field of field of education and training. It is

the need of time that in-service training must be is provided to the teachers according to the changing scenario. In this aspect, Shah (2004) very clearly pointed out that due to demand of present era of globalization, a lot of changing is going on in curriculum brings new innovations syllabus, forces to familiarization of various methods of teaching, especially rapidly changing in education technology, programmed learning, the continued need for better teachers, learning of new knowledge regarding pedagogical skills.

Niazi (2005) has also highlighted the key position of learning of professional skills by the teachers that induction of informative communication technology in education and training of as through these training are in position to accept the responsibility accordingly by changing of assignment and nature of their work. It is further added that this type of training can be provided to teachers through conferences, training programs, refresher courses, orientations, workshops, seminars etc.

Teachers' professional development is a productive activity carried out to upgrade professional skills of teachers for effective teaching in the classrooms. In this aspect, Omar (2014) stated that it plays vital role in enhancing teachers' content knowledge, beware of various skills of teaching, new innovation through use of instructional technology, improving proficiency in their working environment, learning latest evaluation techniques, develop staff coordinative attitude, create environment for teachers' job satisfaction, also helps in improving students performance.

Strategies of Professional development of Teachers

There are many strategies adopted for provision of professional developmental facilities for further enhancing their professional competency. Short overview as described by Ahmed (2016) including:

- **On Job Training:** Senior teachers having competency and vast experience in their respective subjects were given tasks to train junior teachers' on-job sites, especially be familiarization new changes going on globalization level.
- **Job Rotation:** In this method, teachers are given different tasks in the educational institutions for having knowledge to perform future institutional responsibilities.
- **Coaching:** Through coaching process, senior teachers teach to junior teachers, what should be done gives suggestions helps to solve the problem, sort out their mistakes, and correct them for moving process smoothly.
- **Counseling:** It is a process of discussion provides opportunity to the participants to share their views on a particular issue to reach a point for having key decision for solution of the problem.
- **Conferences:** It is the most important effective way of communication provided trainees to actively participate, interact with rich experience of seniors, colleagues and participants to share, discuss and get feedback from their views to solve the problem.
- **Refresher Courses:** Through refresher courses trainees are provided an opportunity to refresh their previous knowledge with the latest developments along with learning of new skills of teaching to teach the children in better ways.
- **Workshops:** Workshops are conducted by institutions to share knowledge regarding solution of classroom problems, cooperative learning, educational planning and management, monitoring and evaluation, lesson planning and testing etc.
- **Seminars:** It is also a process for developing professional skills, which is a process of expert delivery, where trainees, trainers and experts discuss specific point of view, ask questions and raised debates held. They are organized for re-orientation of educational activities; beware of new techniques of teaching, supervision, evaluation and other areas effecting teaching and learning process.
- **Conferences:** In recent era, conference is a meeting of professionals to interact the information for the solution of the problems creating hindrances for achieving required objectives. It enabled

the participants to gain updated information through highly qualified personnel to provide practical knowledge, new innovations in the field of education and training of teachers.

- **Correspondence Courses:** Through correspondence courses, known as distance learning, individuals are provided an opportunity to actively participate for continuing education through course textbooks learning materials like, study guides and assignments. It also plays key role to uplift professional develop who could not join regular educational institutions due to job or other problems.

Professional development of Teachers in Pakistan

Pakistan comprises of five provinces: Punjab, Khyber Pakhtunkhwa, Baluchistan, Sindh and Gilgit Baltistan along with Islamabad Capital Territory, Federally Administered Tribal Areas and Federally Administrative Northern Areas. Schooling system of the country is consisted on 150,129 primary, 49,090 middle/elementary, 31,551 High and 5,130 higher secondary schools/ inter colleges. In these institutions, 19.351 millions primary, 6.526 million middle/elementary, 3.325 million high and 1.583 million higher secondary schools/ inter colleges students are taught by 453,614 primary, 455,445 middle/elementary, 560,642 high and 120,336 higher secondary schools/ inter colleges teachers (AEPAM. 2018). Educational system in public sector at school level in Sindh province is comprised on 42342 primary, 2,336 middle/elementary, 1752 secondary and 294 higher secondary schools, where 4,085,415 million students were taught by 145,438 teachers (Govt. of Sindh, 2013-14).

In Pakistan there are total 284 teacher training institutions functioning in the country to provide pre-service and in-service teacher education to teachers at all levels. It included Punjab (64), Khyber Pakhtunkhawa (83), Baluchistan (29), Azad Jammu & Kashmir (15), Gilgit Baltistan, Federal Administrative Tribal Areas (4), ICT Islamabad Capital Territory (8) and Sindh (69), AEPAM (2014). In Sindh, Provincial Institute for Teacher Education (PITE), Bureau of Curriculum and Extension Wing (BC&WC), 25 (14 M+11W) Govt. Elementary Colleges of Education, 4 Govt. Colleges of Education and 4 universities' education departments are the main teacher training institutions in public sector providing pre-service and in-service teacher education and training to teachers at all levels PITE, Sindh (2009).

Problems of Professional development of Teachers

In Sindh province including other provinces of country, efforts are going on at all levels to improve professional development of teachers by launching several types of training programs, but due to many reasons, fruitful results are not achieved so far. It included as pointed out by Malik (2014):-

- **Short Duration of Training Programs:** At present all the training programs run for uplifting professional development of teachers have very short duration; they are proving just to overview in spite of helping trainee teachers to seek in depth knowledge.
- **Non-availability of Standardized Textbooks:** It is the key issue facing to both trainee teachers and the training institutions are not provided updated textual material and still they are forced to depend on outdated books.
- **Lack of Capacity Building Programs:** Capacity building of teachers are need of the time, whereas very few such programs are launched not meeting the demands present era.
- **Lack of Assessment System of Training Programs:** Uniform assessment system based on curriculum is initiated for quality instructions and effective delivery mechanism, but programs launched for professional developments of teachers are not properly assessed which are pre requisites for further improvement of future programs.
- **Constitutional Amendment:** After 18th Constitutional amendment, fully powers are delegated to provinces to plan, organize all the educational activities within the provinces, but due to many reasons education and teacher training are not given due priority.

- **Lack of Policy and Standard:** Presently, in the country all teacher professional developmental training programs are being run without proper viable policy framework.
- **Professional Standards:** In 2009, Government of Pakistan introduced National Professional Standards for uplifting professional development of teachers. They are the major guide lines can play vital role in enhancing professional development of teachers, but still in all the provinces, they lacking to be implemented in true spirit.
- **Appointment of trainers and trainees:** Due to financial problems, teacher training institutions are not in position to permanently hire training staff, so they are depending on visiting staff, which have low caliber teaching with outdated conventional methods of teaching
- **Low quality of delivery:** Teacher trainers have weak quality of delivery due to still depending on outdated traditional teaching methods. They are lacking use of ICT modern instructional materials; mostly they conduct classes through teaching style of lecture giving, dictation and notes.
- **Low Content Knowledge:** Content knowledge of teacher professional developmental programs are not up to mark meeting the demands of present era.
- **Outdated Programs:** At present, teachers’ professional development training programs were not designed as per of trainees, still not fruitful efforts done to update the syllabus as per need of the time.
- **Lack of Support School Management:** Teachers require a strong moral and physical support from heads and other high officials, but mostly they have to face discouraging response from their seniors regarding participation in the training programs. They are often not spared by high officials due to many reasons.

Research Methodology

The study was descriptive type in nature, so mixed method (quantitative & qualitative) was adopted to achieve required objectives. The sample of the study was selected through both random sampling and convenience sampling techniques. It consisted of 1522 respondents including Director General, Provincial Institute of Teacher Education, Director, Bureau of Curriculum & Extension Wing, 20 Principals (10M +10W) and 300 Master Trainers (150M +150W) of Govt. Elementary Colleges of Education, 200 Head Teachers (100M+100W) and 1000 teachers (500M+500W) of Govt. Elementary Schools of ten (Dadu, Hyderabad, Karachi, Khairpur, Larkana, Mirpurkhas, NausheroFeroze, Sanghar, Sukkur and Thatta) selected districts of Sindh province. Keeping in view the objectives of the study, both types of research instruments (questionnaires for Principals, Master Trainers, Head Teachers and Teachers and structured interview schedules for D.G. PITE and Director, BoC) were developed, validated through try out test and administered for getting required information from the respective respondents.

Data Analysis and Interpretations

Interpretations of data plays vital role in research studies because it helps researcher to draw results. In present study, collected data has been interpreted in the following tables by using frequency, percentages and mean score method as to work out overall average score of each element in the light of objectives of the study. Further detail is given below through tabulation:-

Table 1 Views of Principals regarding professional development of teachers

Statement	Level	Frequency	Percentage	Mean Score
Professional development helped to improve teachers’ professional competency.	SA	8	40	3.8
	A	7	35	
	UND	0	0	
	DA	3	15	
	SDA	2	10	

N = 20

Table 1 shows that 75% principals of Govt. Elementary Colleges of Education were agreed that professional development helped to improve teachers' professional competency, whereas, 25% showed disagreement to the statement. The mean score was 3.8, which means that most of the principals supported the view point.

Table 2 Views of Head Teachers regarding professional development of teachers

Statement	Level	Frequency	Percentage	Mean Score
Professional development helped to improve teachers' professional competency.	SA	74	37	4
	A	96	48	
	UND	0	0	
	DA	25	13	
	SDA	5	2	

N = 200

Table 2 illustrates that 85% head teachers of Govt. Elementary Schools were agreed that professional development helped to improve teachers' professional competency, whereas, 15% showed disagreement to the statement. The mean score was 4, which means that majority of the head teachers agreed to the statement.

Table 3 Views of Master Trainers regarding professional development of teachers

Statement	Level	Frequency	Percentage	Mean Score
Professional development helped to improve teachers' professional competency.	SA	120	40	3.9
	A	110	37	
	UND	5	2	
	DA	40	13	
	SDA	25	8	

N = 300

Table 3 indicates that 77% master trainers Govt. Elementary Colleges of Education were agreed that professional development helped to improve teachers' professional competency, whereas, 2% remained undecided, whereas 21% disagreed to the statement, thus 23% different. The mean score was 3.9, which means that majority of the master trainers were agreed to the point of view.

Table 4 Views of Teachers regarding professional development of teachers

Statement	Level	Frequency	Percentage	Mean Score
Professional development helped to improve teachers' professional competency.	SA	530	53	4.3
	A	350	35	
	UND	105	10	
	DA	10	1	
	SDA	5	1	

N = 1000

Table 4 describes that 88% teachers agreed that professional development helped to improve teachers' professional competency, 10% remained undecided, whereas 2% showed disagreement to the statement. The mean score was 4.3, which means that majority of the teachers accepted the statement.

Views of D.G, PITE&Director, Bureau of CurriculumSindh, regarding professional development of teachers

It was found through data analysis of the interviews of General, Provincial Institute of Teacher Education, Director, Bureau of Curriculum & Extension Wing, Sindh Province that professional development helped to improve teachers' professional competency, as they taken various steps for improving professional

development of the teachers at elementary in the Sindh province. It included provision of training facilities to the teachers during training process, capacity building of teachers in delivery of services, development of PC-1 project, introducing of new modules for teacher training and following guide lines of national standards for teachers in the training programs.

Conclusions and Discussion

Professional development of the teachers plays vital role for uplifting efficiency of teachers. It is the professional development which provides stage to teachers to groom and go ahead by showing excellent performance in the educational institutions. In Pakistan, including Sindh province, efforts are going to improve professional competency of teachers through launching every year various types of professional development training programs and thousands of teachers avail this facility to update their knowledge according to present scenario. Many government official documents and research studies inland and abroad pointed out low performance of teachers due to lack of professional competency. Whereas, modern era of computer technology has completely changed the role of teachers from traditional to facilitators while imparting knowledge to the students, that is why professional development teachers is very important for teachers for meeting the demands of the world community and the society.

It was concluded that professional development has positive impact on professional improving professional competency of teachers, as it helped teachers in improving various teaching skills of teachers, which plays key role in improving teaching and learning process. It was also further concluded from the views of Director General, Provincial Institute of Teacher Education, Director, Bureau of Curriculum & Extension Wing, principals and master trainers Govt. Elementary Colleges of Education, Govt. Elementary Colleges of Education, head teachers and teachers of Govt. Elementary Schools of Sindh province were agreed that professional development helped to improve teachers' professional competency. Furthermore various steps has been taken to improving professional development of teachers at elementary level in the Sindh province by provision of training facilities to the teachers during training process, capacity building of teachers in delivery of services, development of PC-1 project, introducing of new modules for teacher training and following guide lines of national standards for teachers in the training programs.

Recommendations

Keeping in view the leading role played by professional development of teachers for enhancing their professional skills, following recommendations are made on the basis of conclusions for further uplifting professional development of teachers at elementary level in Pakistan with reference to Sindh Province:-

1. Sufficient funds may be allocated to solve infrastructure problems.
2. Qualified permanent competent teachers may be hired on merit on priority basis to fill the vacant posts.
3. It is recommended that ICT related special courses be run to train the teaching force according to the requirements of present scenario.
4. Syllabus of training programs for professional development of teachers be revised, updated to fulfill need of the trainee teachers.
5. Furthermore, duration of all professional development training programs may be increased for covering contents of curricula in true spirit.

References

AEPAM.(2018). Pakistan Education Statistics 2016.17. Islamabad: Academy of Educational and Planning Management. Islamabad: Academy of Educational and Planning Management. Ministry of Education, Training and Standards in Higher Education.

- AEPAM.(2014). Professional Development of Teachers to Impact Learning for All. Islamabad: Academy of Educational and Planning Management, National Educational Management Information System, Ministry of Professional and Technical Training, Govt. of Pakistan.
- Ahmed, G. (2016). Impact of In-service Teacher Training at Elementary Level in Sindh Province.Ph.D. Dissertation. Hyderabad, Faculty of Education, University of Sindh.
- Darling Hammond, L., Hyler, M. E., & Gardner, M. (2017).Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.
- Day, C. (2004) Developing Teachers: The Challenges of Lifelong Learning. London: Falmer Press.
- Friedman, A., & Phillips, M. (2004). Continuing professional development: developing a vision. Journal of education and work, 17 (3), 361–376.
- Government of Sindh, (2013-14). Sindh Education Profile 2013-14. Karachi: Reform Support Unit, Education and Literacy Department, Govt. of Sindh.
- Harland, J., & Kinder, K. (1997). Teachers’ continuing professional development: Framing a model of outcomes. British Journal of In-Service Education, 23 (1), 71 – 84.
- Jahangir, et al. (2012). In-Service Training: A Contributory Factor Influencing Teachers’ Performance. Department of Psychology, Frontier Women University KPK. International Journal of Academic Research in Progressive Education and Development.January 2012, Vol. 1.
- Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. Journal of In-Service Education, 31 (2), 235-250.
- Leiberman, A., & Wood, D. E. (2002).From network learning to classroom teaching. Journal of Educational Change, 3, 315-337.
- Malik, A. B. (2014). Follow-up Study of Educational Leadership and Institutional Management (Phase-11) and Financial Management for Good Governance (Phase-1) Public Sector Development Program (PSDP) Training Programs 2007-12. Islamabad: Academy of Educational and Planning Management, National Educational Management Information System, Ministry of Professional and Technical Training, Govt. of Pakistan.
- Niazi, H. K. (2005). Quality of Education and Teacher Training.Journal of Education-2005. Islamabad: AllamaIqbal Open University.
- OECD (Organisation for International Co-operation and Development) (2009).*Teaching and Learning, International Survey (TALIS)*. Paris: OECD.
- Omar. M. Z. (2014). The Need for In-Service Training for Teachers and It’s Effectiveness In School. Malaysia, Perak, Sultan Idris Education University ,Faculty of Management and Economics. International Journal for Innovation Education and Research www.ijer.net Vol.2-11, 2014
- PITE.(2009). Directory of Teacher Education/ Training Institutes in Sindh.Provincial Institute of Teacher Education.
- Shah, M. H. (2004). A Comparative Study of the Performance of Trained Primary School Teachers with and without In –Service Training in Hazara Division and Development of a Strategy for Future. Islamabad: AllamaIqbal Open University.
- Stevenson, A. (2010). Oxford dictionary of English [online]. Oxford: Oxford University Press.
- Ushie, B. C. (2009). Partnership learning: an imperative for the continuing professional development of primary school teachers in Nigeria.